

AGENDA

TRANSFORMING EDUCATION IN KENTUCKY TASK FORCE

FEBRUARY 2, 2010

EAST JESSAMINE HIGH SCHOOL
NICHOLASVILLE, KENTUCKY

Tuesday, February 2, 2010

11:30 a.m. Welcome:

Dr. Terry Holliday, Commissioner, Kentucky Department of Education

Lu Young, Superintendent, Jessamine County Schools

Joseph Meyer, Secretary, Kentucky Education and Workforce Development Cabinet

Remarks – *Governor Steven L. Beshear, Commonwealth of Kentucky*

12:00 noon Conversation: “The Hard Work of Improving Schools”

Michael Childress, Executive Director, Kentucky Long-Term Policy Research Center

David Karem, former State Senator and current Kentucky Board of Education member

Roger Marcum, former Marion County Schools Superintendent and current Vice President, St. Catherine College

Joseph Kelly, former Kentucky Board of Education member and current Senior Advisor for Management, Lexington-Fayette Urban County Government

Diana Taylor, Taylor-Gray Associates (Moderator)

1:00 p.m. Presentation: “The Next Generation of Education Reform”

Virginia Edwards, Editor and Publisher, Education Week

1:45 p.m. Charge to the Task Force

Dr. Terry Holliday, Commissioner, Kentucky Department of Education

2:00 p.m. Adjournment

**Governor's Transforming Education in Kentucky
Task Force Meeting
February 2, 2010
Panel discussion**

"The Hard Work of Improving Schools"

Michael T. Childress is the executive director of the Kentucky Long-Term Policy Research Center, a state government agency created by the General Assembly in 1992 to bring a future-oriented perspective to decisionmaking in the Commonwealth. The work of the Center includes research, policy analysis, communications with all branches of government, and public outreach. Mr. Childress received his B.A. from the University of Kentucky in 1984 and an M.A. from the University of California, Los Angeles, in 1986—both in political science. From 1988 to 1993, he was an analyst at the RAND Corporation in Santa Monica, California. While at RAND, he authored numerous studies on topics ranging from demographic trends in the third world to the implications of declining budgets for the U.S. Army. In August of 1993, he became the first executive director of the Kentucky Long-Term Policy Research Center. Mr. Childress oversees the Center's numerous research activities and has authored reports on the future of tobacco, entrepreneurism, child care, technology use, electronic commerce, state and local taxation, immigration, health, and transportation.

David Karem is a member of the Kentucky Board of Education. He is the president of Louisville's **Waterfront Development Corp.** He served in the Kentucky General Assembly from 1972 to 2004. During his tenure, he was majority caucus chairman, majority floor leader and Democratic floor leader. Karem helped write the 1990 Kentucky Education Reform Act. He also served on the Senate Education Committee, the Education Reform Task Force and was chairman of the Legislative Advisory Council of the Southern Regional Education Board. Karem is the chairman of the education advisory committee for the **Louisville Science Center** and is a member of the **Spalding University** board of trustees and the **Fund for the Arts** board of directors.

Roger Marcum served for 10 years as superintendent of Marion County Public School District. Recognized as a creative mind and innovator, as superintendent he made raising the instructional and academic level for the students his number one priority. He currently serves as Executive Vice-President for St. Catherine College. Marcum was the 1997 Milken Family Foundation National Educator Award recipient. In 2006 he received the Kentucky School Boards Association's F.L. Dupree Award for Outstanding Superintendent.

Joseph Kelly served on the Kentucky Board of Education from 1989 to 1998 and was chairman for seven years of his tenure. In 1999 he was one of three recipients nationally of a Distinguished Service Award from the National Association of State Boards of Education.

He also received the Vic Hellard Award for public service from the Kentucky Long-Term Policy Research Center and the William T. Nalia Education Leadership Award from the Kentucky Association of School Administrators. The Kentucky Board of Education created the Joseph W. Kelly Award in his name to honor businesspersons who are leaders in promoting school improvement and equity of educational opportunity in Kentucky. Kelly retired in 2006 as president and chief operating officer of Columbia Gas of Kentucky and currently serves as Senior Advisor for Management for the Lexington-Fayette Urban County Government.

Diana Taylor, Moderator is a partner in Taylor-Gray Associates and also owns Diana Taylor Communications, a media relations and publications development enterprise. Before starting her own business in 1993, Diana was Chief of Staff for the Governor of Kentucky, overseeing the administration's budget and policy initiatives. She also served as issues and communications director for the governor's campaign and co-chaired a successful statewide effort to amend Kentucky's constitution to allow gubernatorial succession. A writer and editor, Diana is a former reporter and state news editor for The Associated Press in Kentucky and Tennessee, and Frankfort bureau chief and columnist for the Lexington Herald-Leader. She also has worked in marketing and legislative coverage for public television in Kentucky. Diana's current focus is on message development and delivery, strategic communications and policy research.

**Governor's Transforming Education in Kentucky
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**"The Next Generation of Education Reform"
Virginia Edwards, Editor and Publisher of Education Week**

Virginia B. Edwards is the editor and publisher of *Education Week*. Ms. Edwards was named the editor of *Education Week* in December 1995, and had served as the newspaper's executive editor for six years before that. She oversees a staff of nearly 50 editors, reporters, and graphic artists engaged in the weekly production of *Education Week*.

In April 1997, Ms. Edwards was named president of Editorial Projects in Education. In that role, she oversees the 90-person nonprofit corporation that publishes *Education Week* and the annual reports *Quality Counts* and *Technology Counts*. She raises funding for both new and ongoing projects and develops new ventures.

Before joining EPE, Ms. Edwards worked for nearly two years for the Carnegie Foundation for the Advancement of Teaching and, for 10 years before that, was an editor and reporter for The Courier-Journal in Louisville, Ky. She attended Ballard High School in Jefferson County and is a graduate of the University of Kentucky.



THREE GIANT STEPS FOR KENTUCKY EDUCATION

AN OVERVIEW OF KEY DEVELOPMENTS FROM THE PRICHARD COMMITTEE FOR ACADEMIC EXCELLENCE

SENATE BILL 1

Senate Bill 1, passed in 2009, requires Kentucky to upgrade its standards for what students will learn. Our new law says the standards must be shorter, clearer, and better focused on students being ready for college, work, and global competition. To match the new standards, Kentucky will use new tests starting in the spring of 2012. Current teachers will receive specialized training on how to teach the new standards well, and teacher preparation programs will equip future teachers with the same skills. Standards for language arts and mathematics will be adopted early this year, probably in February 2010, with standards for other subjects completed by December 2010.

COMMON CORE STANDARDS SHARED BY MANY STATES

Kentucky is not developing its new standards alone. Instead, we are working with 47 other states to develop "common core" standards in language arts and mathematics. Nationally respected experts are leading the effort, using learning research and information on how each subject is taught in the countries with the world's highest academic results. They have already released standards for the end of high school, with more detailed standards for each grade due out early in 2010.

Because of our Senate Bill 1, Kentucky will be one of the first states to adopt the common core standards. Our public higher education system will also endorse the new standards, and we expect to be ahead of most states in preparing current and future teachers to use the standards effectively. In the future, Kentucky and other states will be able to collaborate on developing tests, textbooks, technology, and professional development to help teachers use the new standards effectively.

THE FEDERAL RACE TO THE TOP COMPETITION

Nearly all states are now competing to win Race to the Top grants from the United States Department of Education. The winning states will share \$4 billion in funding to implement their plans to make their school systems among the best in the world. The plans must address:

- Standards, including classroom implementation and good tests to check student progress.
- Data systems to help teachers identify student needs and effective learning strategies.
- Evaluation and support systems to strengthen teachers and school leaders.
- Major changes to schools that repeatedly fail to deliver acceptable student performance.

Since Kentucky is already committed to Senate Bill 1 and the common core standards, the Race to the Top competition is an opportunity to get the funding we need to implement those changes quickly and well. Kentucky plans to request \$200 million to be spent over five years, with half of the funding going to school districts for local work and half being used at the state level to implement changes that will support excellence in all schools. The winners of the first Race to the Top grants will be announced in the spring of 2010, with additional grants made later in the year.

*This overview was published on the Prichard Blog on January 14, 2010.
For more information, please visit prichblog.blogspot.com and search for "Senate Bill 1."*

Section by Section Summary of SB1/EN

Section 1. (Pages 1-2) Amends KRS 158.6451.

- States an additional capacity for students within the General Assembly's declaration of what students should be able to do. The addition is:

"Express their creative talents and interests in visual arts, music, drama and dramatic arts."

Section 2. (Pages 2-23) Amends KRS 158.6453 to revise the statewide assessment, program to be implemented during the 2011-2012 school year:

Definitions

- Adds definitions for accelerated learning, constructed response or performance based items, criterion-referenced test, end-of-course examination, formative assessment, interim assessments, national norm-referenced test, program audit, program review, summative assessment, and writing.

Revisions to Academic Content Standards

- Directs that within 30 days of the effective date of the Act that the Kentucky Department of Education (KDE) in collaboration with the Council on Postsecondary Education (CPE) plan and implement a comprehensive process for revising the academic content standards in all areas;
- Requires a graduated time table to be set by the KDE;
- Requires that the content standards:
 - Focus on critical knowledge and skill;
 - Result in fewer, but more in-depth standards to facilitate mastery learning;
 - Communicate expectations more clearly and concisely;
 - Be based on evidence-based research;
 - Consider international benchmarks; and
 - Ensure that the standards are aligned from elementary to postsecondary so that students can be successful at each education level;
- Requires the participation of practicing elementary and secondary teachers, postsecondary education content faculty, and others in the process of revising the standards;
- Requires consideration of national standards where available;
- Requires wide dissemination of the proposed standards for feedback;
- Requires the commissioner of education and the president of the Council on Postsecondary Education to ensure that the standards for the gateway areas of reading and mathematics are aligned with entry level course requirements;
- Requires review and recommendations from the CPE to assure alignment in the other areas;
- Requires distribution to schools and teacher preparation programs 30 days after they are approved by the state board;

- Requires revisions to all standards be completed by December 15, 2010 and distributed by January 15, 2011;
- Requires the Education Professional Standards Board (EPSB) and the CPE to coordinate information and training sessions for faculty and staff in all teacher preparation programs in the use of the revised standards;
- Requires the KDE to provide or facilitate training sessions for existing teachers and administrators on how to integrate the revised content standards and better integrate performance assessment;
- Requires the EPSB to require teacher preparation programs to instruct students in the use of the academic content standards in the pre-service programs and for interns to have practice in planning instruction for these; and
- Requires the CPE and EPSB to provide information sessions for postsecondary education faculty.

Revision to the annual statewide assessment program for implementation in 2011-2012

- Provides that writing portfolios shall be required as an instructional tool but removes the writing portfolio from being scored as part of the student assessment results and prohibits individual student scores from being included in the accountability system, starting with spring 2009 and thereafter;
- Provides that students not be tested in arts and humanities and practical living skills and career studies as part of the state assessments starting in the 2008-2009 school year and thereafter;
- Requires that beginning in 2011-2012 that the assessment program consist of annual student assessments and state and local program reviews and audits in writing, practical living skills and career studies and arts and humanities. Provides for formative and summative assessments;
- Reorganizes the existing section and selected subsections to clearly restate the purposes of the assessment system including;
 - The system shall provide valid and reliable data for individual students;
 - The system shall measure individual achievement in the academic core contents areas of language, reading, English, mathematics, science, and social studies at designated grades;
 - The system shall provide diagnostic information that identifies strengths and academic deficiencies of individual students in the content areas;
 - The system shall provide comparisons with national norms and where available, comparisons with other states for mathematics, reading, social studies, and science;
 - The system shall provide longitudinal profiles for students;
 - The system shall provide information to teachers that can enable them to improve instruction for current and future students;
 - Assessments shall provide valid and reliable scores for schools;
 - Ensure compliance with the federal NCLB Act; and
 - Ensure school accountability.

The revised assessment program to be implemented in 2011-2012 shall include:

- A criterion-referenced test, augmented with a customized or commercially available norm-referenced test that measures core content in the areas of reading, language, and mathematics, in grades 3 through 8;
 - A criterion-referenced test, augmented with a customized or commercially available norm-referenced test in science and social studies to be administered 1 time within the elementary grades and the middle grades, respectively;
 - An on-demand assessment of student writing to be administered one (1) time during the elementary grades, two (2) times during the middle grades and two (2) times during the high school grades;
 - An editing and mechanics test relating to writing, using multiple choice and constructed response items to be administered one (1) time within the elementary grades, the middle grades, and the high school grades, respectively;
 - A criterion-referenced test in mathematics, reading, and science that measures Kentucky's academic content standards that are not covered by the ACT;
 - A criterion-referenced test, augmented with a customized or commercially available norm-referenced test in social studies to be administered 1 time within the high school grades;
 - A high school readiness examination to assess English, reading, mathematics, and science in grade 8 but with the option for the state board to move it to grade 9;
 - A college readiness exam to assess English, reading, mathematics, and science in grade 10;
 - The ACT college admissions and placement examination in grade 11;
 - A technically sound longitudinal comparison of the assessment results for the same students; and
 - Other components necessary to comply with NCLB.
- Permits the KBE to use end-of-course assessments in the assessment program in lieu of criterion-referenced tests;
 - Encourages school districts to use additional diagnostic assessments and prompts in addition to the required college readiness exam currently required if they deem it appropriate and necessary to develop and implement accelerated learning plans;
 - Provides that beginning with the 2010-2011 school year, each school that enrolls primary students shall use diagnostic assessments and prompts that measure readiness in reading and mathematics for P-2 students. Permits the use of commercial products or locally produced products and procedures; and

- Requires the KDE to conduct periodic alignment studies to compare the norm-referenced tests with the standards in the different content areas to determine how well the norm-referenced tests align and adequately assess the depth of knowledge and required mastery of the academic competencies for Kentucky students. Permits the board to decrease the number of required criterion-referenced items required.

Program Assessments (Writing, Practical Living Skills and Career Studies, Arts and Humanities)

- In each case, the KDE shall provide guidelines for effective programming, guides and procedures for the program reviews. In the case of writing, writing portfolios are required to be collection of students' work samples, but the school-based decision making council determines the writing program and adopts policies as specified in the legislation/
- During the transition period between the effective date of this Act and the implementation of the new assessment system, the Kentucky Department of Education shall plan and implement an interim system for program reviews.
- Beginning in 2011-2012, the system for program reviews and audits in the arts, humanities, practical living, and vocational studies and writing shall be fully implemented. Includes annual local reviews and reviews by KDE of all programs within every 2 year period. Frequency of audits will be based on findings from program reviews. (Requires an interim program assessment process-see Sections 18 and 19).

Other components in this section

- Changes the testing window to the last 14 days of a school district's academic calendar and limits testing to 5 days; requires the state board to promulgate administrative regulations for test procedures including makeup testing;
- Requires reporting of assessment results, beginning in the fall of 2012 to be no later than seventy-five (75) days following the first day the assessment can be administered;
- Requires that no later than sixty (60) days after the effective date of this Act that the state board revise the Administration Code for Kentucky's Assessment Program to include prohibitions of inappropriate test preparation by school district employees charged with test administration and oversight, including but not limited to the issue of teachers being required to do test practice in lieu of regular classroom instruction and test practice outside the normal work day. The revisions shall include disciplinary sanctions that may be taken toward a school or individuals;
- Provides that school districts may purchase and use interim commercial interim assessments or formative assessments or locally develop and use formative assessments;
- Requires accelerated learning for any student whose scores on any of the assessments indicated skill deficiency or strengths;
- Requires counseling for students who score high on college readiness to enroll in accelerated course.;

- Requires alignment of core content at all levels, including the alignment of high school academic core content with the expectations for postsecondary education study; and
- Requires an individual report to parents on the achievement of their children compared to school, state, and national results, including information that identifies strengths and academic deficiencies.

Section 3. (Pages 23 to 24) Amends KRS 158.6452 relating to the School, Curriculum, Assessment, and Accountability Council.

- Requires that the council make recommendations concerning Kentucky's system for identifying academic skills and deficiencies of individual students.

Section 4. (Pages 24 to 30) Amends KRS 158.6455 relating to the statewide accountability system.

- Deletes language relating to rewards; deletes reference to CATS;
- Requires that the Kentucky Board of Education determine how the results of the revised assessments that are administered in the 2011-2012 and 2012-2013 school years shall be used in classifying schools;
- Requires the Kentucky Board of Education to revise the accountability system using the new assessments. The accountability system shall include the use of program assessment results, students' academic performance, school improvement results, and other factors deemed appropriate by the board; and
- Deletes prescriptive detail regarding accountability in order to give the state board flexibility in determining the new accountability system.

Section 5. (Pages 30-31) Amends KRS 158.6458.

- Directs the Department of Education to maintain and strengthen program reviews.

Section 6. (Pages 31 to 32) Amends KRS 158.6459.

- Makes technical internal reference change.

Section 7. (Pages 32 to 35) Amends KRS 158.649.

- Beginning with the 2012-2013 school year, requires reporting of student performance data to local schools no later than seventy-five (75) days from the first day the assessment may be administered instead of November 1;
- Beginning with the 2012-2013 school year, requires school councils to develop biennial targets for eliminating achievement gaps by October 1 each year; and
- Beginning with the 2012-2013 school year, requires review of data and revisions to consolidated plans by October 1 of each year.

Section 8. (Pages 35 to 40) Amends KRS 156.095.

- Makes conforming changes; deletes obsolete language relating to discarded practices; and
- Adds assessment literacy, differentiated instruction and integration of performance-based student assessment into daily classroom instruction as areas of professional development.

Section 9. (Pages 40 to 42) Amends KRS 158.816.

- Changes "Commonwealth Assessment and Accountability Testing System" to "state assessment".

Sections 10, 11, & 12, (Pages 42 to 57)

- Amends KRS 159.035, 158.805, 160.345 to conform.

Section 13. (Pages 57 to 65) Amends KRS 164.020.

- Adds a responsibility to the Council on Postsecondary for participating with the KDE, KBE, and the postsecondary education institutions in the alignment of high school academic content standards with the academic content requirements for successful entry into postsecondary education; and
- Adds training responsibility.

Section 14. (Pages 65 to 69)

- Amends KRS 164.7874 to make conforming amendments.

Section 15. (Page 69) Creates a new section of KRS Chapter 164.

- Requires that within 30 days from the effective date of the Act, each postsecondary education institution shall plan and implement a process to develop core academic content standards for reading and mathematics for introductory courses in the public postsecondary education institutions; and
- Requires that all core academic standards for mathematics and reading in introductory courses shall be completed by December 15, 2010 with a target completion date of December 15, 2009 for the mathematics standards.

Noncodified Sections

Section 16 (Page 70)

- Describes the removal of the writing portfolio from the accountability index for 2008-2009, 2009-2010 and the 2010-2011 school years and what is required during the transition period;
- Requires school-based decision making courses to determine the writing program for the school; and
- Requires the KDE to provide guidelines and program review requirements.

Section 17. (Pages 70-71)

- Requires that the Education Professional Standards Board and the Kentucky Department of Education take actions during the 2009 and 2010 calendar years to improve teachers' ability to teach writing; and
- Describes responsibilities for review of teacher preparation requirements and professional development opportunities and training for school administrators.

Section 18. (Pages 71-73)

- Sets forth the conditions during the transition period from the existing assessment and accountability system;
- Suspends the calculation of a state accountability index for 2008-2009, 2009-2010, and 2010-2011;
- Requires all necessary assessments and reporting be continued in order to comply with NCLB;
- Requires the Kentucky Department of Education to develop and implement an interim program assessment process for writing, practical living skills and career studies and arts and humanities; and
- Permits the use of test items based on the revised mathematics academic content standards to be field tested in 2009-2010 testing cycle and to administer an initial mathematics test based on the revised standards during the 2010-2011 school year.

Section 19. (Pages 73-74)

- Sets forth the interim testing program for the 2008-2009 through the 2010-2011 school years which shall include the current Kentucky criterion-referenced test, excluding tests for arts and humanities, practical living skills and career studies, and writing portfolios;
- Requires that during the 2009-2010 and the 2010-2011 academic years, in addition to the Kentucky criterion-referenced test, there shall be a new stand-alone norm-referenced test in reading and mathematics in grades 3 through 7;
- Requires the testing window for the criterion-referenced test be no more than 7 days in 2008-2009 and no more than 6 days during the 2009-2010 and 2010-2011 school years with additional make-up days as determined by the state board;
- Requires the Department of Education to provide each district with a test booklet and scoring sheets during the 2008-2009 school year for arts and humanities, practical living skills and career studies that may be used by the local district for a local formative or summative evaluation;
- Requires that during the 2009-2010 and the 2010-2011 academic years, the new stand-alone norm-referenced test in reading and mathematics in grades 3 through 7 be given during the 1 week before or the 1 week after the established testing window; and

Section 20. (Page 74)

- Requires the KDE and KBE to facilitate an extensive review of how exceptional children's needs are being met through the student assessment process and how student assessment requirements for exceptional children potentially hamper or enhance intellectual and emotional growth of individual students. The agencies shall assess how current assessment procedures for exceptional children and the reporting requirements affect school performance classifications and if changes are needed.

Section 21. (Pages 74-75)

- Directs the CPE, KBE, and KDE to develop a unified strategy by May 15, 2010, to reduce college remediation rates by at least 50% by 2014 from the 2010 rates and increase the college completion rates of students enrolled in one (1) or more remedial classes by three percent (3%) annually from 2009-2014;
- In developing the plan, the agencies shall determine whether current requirements for assessing college readiness at the high school level are providing needed information and whether additional diagnostic assessment, particularly in mathematics, are needed; and
- Requires annual reporting.

Section 22. (Page 75)

- Directs the KDE to communicate to schools and school districts that decisions about mathematics textbook purchases may be delayed the revised mathematics content standards are revised and that the department allow off-list purchases in order to ensure that textbooks selected align with the revised standards.

Section 23. (Page 76)

- Declares an emergency.

RACE TO THE TOP APPLICATION
EXECUTIVE SUMMARY



Commonwealth of Kentucky
Race to the Top application

Executive summary

FINAL— January 11, 2010

RACE TO THE TOP APPLICATION EXECUTIVE SUMMARY

Kentucky will lead the nation in the next wave of educational improvement. Since 1990, Kentucky has been a leader nationwide, adopting state standards, intervening in low-performing schools, and pursuing a comprehensive and long-term approach to reform well in advance of other states. Kentucky has re-energized its strategic agenda to accelerate progress in student achievement towards college and career readiness over the 20 years to come. Its focus on tangibly changing teaching practice to increase effectiveness forms the heart of its strategy. In addition, Kentucky is in it for the long-term and committed to creating innovative solutions that work in rural environments. All initiatives underway or planned, including Race to the Top, feed the same strategy. The passage in early 2009 of Senate Bill 1 (done before the Race to the Top program was announced) is one example of this convergence as it requires the adoption of a new standard and assessment system. Likewise, unified statewide commitment to this strategy, exemplified by the unanimous support of its districts, professional associations, and postsecondary institutions, will support the collaboration necessary to accomplish its goals.

To realize this strategy, Kentucky will pursue initiatives that demonstrate that it:

- expects that all students can and will learn at high levels, codified in internationally benchmarked standards
- enables great teachers, principals, superintendents and others supporting students, with each challenged to perform at a high level and supported to do so
- assesses performance of students, staff, schools and approaches, with access to information enabled by an easy-to-use data system
- provides needed assistance and / or interventions when schools and districts prove to persistently struggle to improve

Specifically, new approaches in these areas that form the pillars of the work include:

- a) first-in-the-nation adoption of new standards and balanced assessments, building from the Common Core work;
- b) establishment of a new Continuous Instructional Improvement Technology System (CIITS) that will provide student data and teaching resources directly to teachers and principals when and where they need it;

**RACE TO THE TOP APPLICATION
EXECUTIVE SUMMARY**

- c) development of a new, state-wide growth model approach to teacher and principal development, support and evaluation;
- d) substantially increasing capacity, led by the creation of the “District 180” office at the Kentucky Department of Education, to turnaround persistently failing schools aggressively.

To most effectively implement the strategies in this application, Kentucky is in the process of revising its approach to working with the field. Notably, the new capacity required will be built up out in the field, closer to the schools than it has been historically. Several components define this new approach:

- Redesigning the Kentucky Department of Education by means of cross-functional teams based on a close examination of statewide data indicating problems of practice; these teams reach through traditional department walls and focus on a core set of processes that enable it to solve those problems and provide support to districts and schools across the state;
- Benchmarking leading state education agency (SEA) processes and best practices with the support of the American Productivity Quality Council and then continually seeking to improve the performance of the Department vis-a-vis these benchmarks;
- Establishing a new program management office within the Department to orchestrate the successful execution of the Commonwealth’s reform plan;
- Recalibrating the interaction between the state and LEAs to create space for two-way collaboration and learning, where the Department partners with districts to solve problems of practice and policy;
- Encouraging and fostering additional innovation aligned with the Commonwealth’s reform plan at the district level -- and then strategically determining a process for replicating and bringing proven innovations to scale influencing the work in all Kentucky districts;
- Relying on (and supporting) pre-existing regional collaborative networks of practitioners, coordinated in 8 regions as well as Jefferson County Public Schools, to facilitate the flow of knowledge across districts and schools, enabling all institutions participating to be both “teacher” and “student” at different points in time, depending on the issue at hand;

RACE TO THE TOP APPLICATION EXECUTIVE SUMMARY

Throughout its Race to the Top plans, Kentucky has crafted a set of detailed initiatives and activities to execute the vision outlined above. More specifically, in the area of *Standards and Assessments*, Kentucky will:

- adopt and disseminate the mathematics and English/language arts standards (with other subject areas to follow)
- align K-12 and postsecondary education around the new standards
- build regional networks to deconstruct the standards and create high-quality, aligned instructional supports
- support ongoing professional learning around the new standards and assessments
- implement a balanced assessment system, with classroom, interim and annual assessments serving formative and summative purposes all aligned to the new standards
- increase access to challenging courses to many more students

In the area of *Data Systems to Support Instruction*, Kentucky will:

- expand the Kentucky Statewide Longitudinal Data System (KY SLDS) to include additional data elements
- improve accessibility to the KY SLDS for stakeholders across the Commonwealth
- support increased usage of KY SLDS, with targeted professional learning opportunities
- develop the Continuous Instructional Improvement Technology System (CIITS), which will provide teachers and principals a complete set of tools to improve instructional effectiveness, as well as provide educational decision makers with comprehensive data about student instructional outcomes, teacher effectiveness and leadership to inform continuous improvement
- support provision of professional learning to increase access and usage of CIITS
- provide researchers access to data from the KY SLDS and CIITS

In the area of *Great Teachers and Leaders*, Kentucky will, as part of a comprehensive approach to professional growth for all stakeholders, develop and implement a growth model for teacher and principals. The growth model will:

RACE TO THE TOP APPLICATION EXECUTIVE SUMMARY

- assess the effectiveness of both individual teachers and principals on one hand and of the system as a whole on the other via key performance measures. At the teacher and principal level, these include multiple indicators of student learning, observations and reflections on professional practice. At the system level, these include parent and student surveys as well as working conditions surveys
- assess educators on a formative and summative basis to measure professional effectiveness and support professional growth. Formatively, use self-assessment and feedback that includes local evidences that will yield actionable information to guide further professional development. Summatively, educators will present electronic portfolios, built through routine use of the Continuous Instructional Improvement Technology System (CIITS). Evaluation will be done in relation to the Kentucky Teacher Standards, resulting in a summative assessment using multiple performance categories
- provide that information to each educator, from formal evaluations to weekly classroom walkthroughs, any time on the online CIITS to support their ongoing professional growth
- use the transparent and actionable performance information available to inform decisions going forward, including professional learning, differentiated responsibilities and differentiated compensation, tenure conferral, and dismissal

By making decisions based on the individual needs of teachers and principals and the effectiveness of our system as a whole, Kentucky will increase the overall effectiveness of the teaching and leading professions statewide.

In addition, in other areas of Great Teachers and Leaders, Kentucky will undertake initiatives that:

- require and support equity-focused data reports from LEAs related to the distribution of effective teachers and principals
- identify, recruit and retain effective teachers and principals in classrooms and schools where they are needed most via pilot initiatives
- increase the supply of teachers and leaders for high-need classrooms and schools
- relaunch the Quality Performance Index as the Effective Educator Preparation Index (EEPI) and the Effective Principal Preparation Index (EPPI) to create a single numerical

**RACE TO THE TOP APPLICATION
EXECUTIVE SUMMARY**

indicator of preparatory program quality to enable a publicly-released ranking of teacher and principal preparation programs according to the effectiveness of their graduates (to be done by the Education Professional Standards Board)

- support regional provision of professional learning experiences for successful implementation of all new state-developed initiatives
- create a residency model for new teachers and principals to improve induction into teaching and leadership
- evaluate and continuously improve teacher and principal professional learning opportunities

Finally, in the area of *Turnaround of Persistently Lowest-Achieving Schools*, Kentucky will implement a new approach to Educational Recovery that will result in aggressive action for the lowest-achieving 5 percent of schools:

- create District 180, a separate office within KDE that leads the Educational Recovery process for persistently low-achieving schools and districts
- identify Kentucky's Educational Recovery Schools, the lowest-achieving schools statewide in need of aggressive action, and conduct targeted school audits
- create Centers for Learning Excellence to serve as collaborative centers coordinating multiple support partners and providers, including regional universities, school support organizations, and community partners, to Educational Recovery Schools
- establish Educational Recovery certification and endorsements to create a cadre of specially trained Educational Recovery Leaders and Specialists to provide leadership and support to Recovery Schools
- create supportive infrastructure for Educational Recovery, including legislative changes

The successful pursuit of this strategy can be rightly said to hinge on one word: collaboration. Kentucky is proud of its unified front in support of this Race to the Top application. A large percentage of the 174 LEAs in Kentucky have signed Memorandums of Understanding with the state to implement the Race to the Top plans if funded. A Kentucky Race to the Top Advisory Council has met throughout this process. It is comprised of the leadership of key stakeholder groups whose support has been crucial to the development of the Commonwealth's Race to the

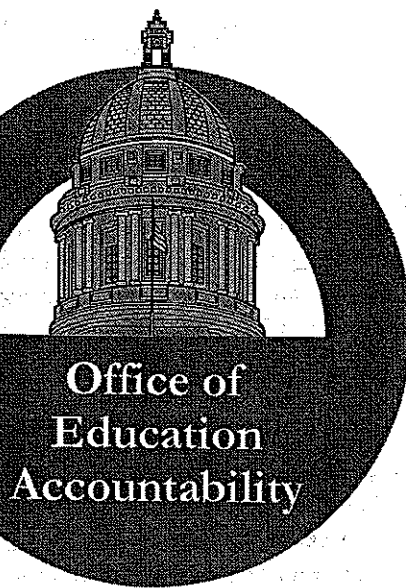
**RACE TO THE TOP APPLICATION
EXECUTIVE SUMMARY**

Top application and whose support of the final application will help to ensure quality implementation. Across the Commonwealth, a statewide Race to the Top stakeholder survey revealed strong support for Kentucky's approach, with more than 75 percent agreeing with Kentucky's vision and strategies.

Kentucky's reform plans are bold and aggressive, and will require significant investment of time, resources, and funding to ensure success. The Commonwealth is committed to implementing all of the plans described in this application. A Race to the Top grant award would enable the State to accelerate this work and complete all necessary reforms to lead to step changes in student outcomes statewide. In addition to a Race to the Top grant award, Kentucky will leverage other sources of Federal, State, local, and philanthropic funding to support the reform plans as noted within the project-level budget explanations below. Given Kentucky's rural nature, the Race to the Top plans are such that the State is taking on a significant portion of the work to design and develop tools to support LEAs with implementation. The total budget to implement the plans detailed in this Race to the Top application is \$225M [*preliminary*], including the 50% share for Participating LEAs (disbursed through the Title I formula).

These goals and this plan would represent dramatic change for the youth of Kentucky and for the state overall. At these goals, a much greater percentage of students will be prepared for college and career each year, quickly building Kentucky's workforce and citizenry for the future.

If you have further questions about Kentucky's Race to the Top application, please contact Race to the Top Project Manager David Cook at (502) 564-4201 or david.cook@education.ky.gov.



Legislative Research Commission

Compendium of State Education Rankings 2008

Research Report No. 362

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THIS REPORT CAN BE ACCESSED AT: www.lrc.ky.gov/lrcpubs/RR362.pdf

THE 2009 REPORT IS IN DEVELOPMENT.